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ABSTRACT

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels. The modules are suitable for the preparation of teachers and other occupational trainers. This module contains three learning experiences designed to help vocational education teachers work with advisory committees. Each learning experience consists of an enabling objective, activities, information sheets, a self-check, and answers to the self-check. The first learning experience provides information on working with an advisory committee, along with samples of agendas, rules for operation, and programs of work. The second learning experience is a case study of a teacher's meeting with an advisory committee for student-teachers to critique. (Model answers are provided.) The final experience is a practice teaching situation in which student-teachers are to demonstrate the principles they have learned in a real-life setting. (KC)

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Maintain an Occupational Advisory Committee

Second Edition

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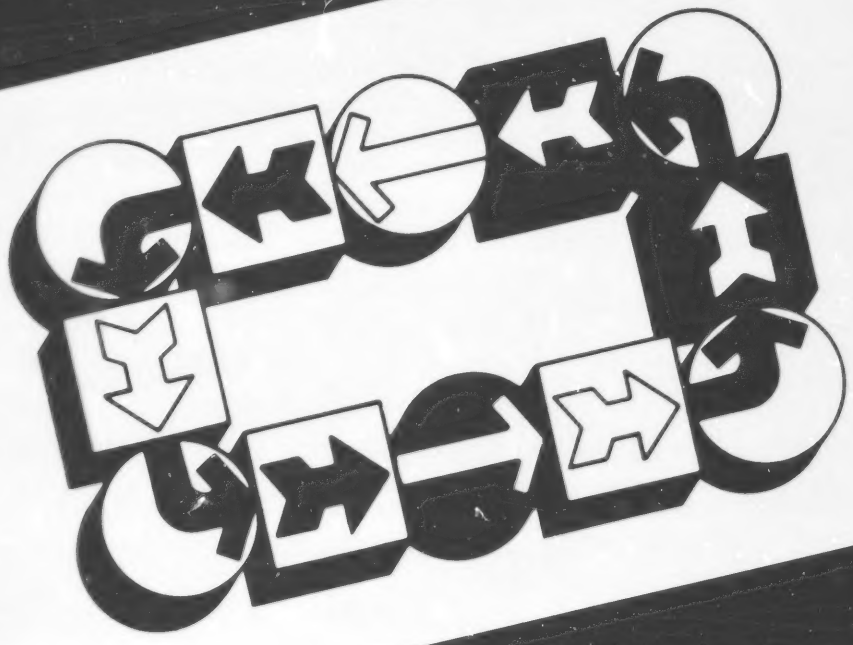

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

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MODULE
A-5

Maintain an Occupational Advisory Committee

Second Edition

Module A-5 of Category A—Program Planning, Development, and Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

Most vocational instructors, whether at the secondary or postsecondary level, will be expected to work with an occupational advisory committee for their instructional program area. Simply organizing the occupational advisory committee does not ensure that the committee will be viable and effective, however. The advisory committee will need assistance if it is to continue as a functional committee. You, the teacher, have a major responsibility to help maintain the smooth and effective operation of the occupational advisory committee.

A newly organized or reorganized advisory committee will need help if it is to mature. You will need to temporarily assume leadership for the committee. Committee members will need to learn their roles and the role of the committee. The school or college administrators and board of education or trustees may also need to learn how to use the expertise of the advisory committee and to recognize the potential value of the committee.

Once an advisory committee is fully functional, your role will become that of a facilitator, or helper. You will still need to provide guidance to the advisory committee, but the advisory committee should be expected to assume responsibility for its own leadership.

A functional advisory committee needs written rules of operation to help ensure its continuing existence and effectiveness. The committee will then be able to identify what it hopes to accomplish and set out to reach its goals. This module is designed to assist you in developing the competencies needed to help an occupational advisory committee mature to the level at which it can maintain itself.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, maintain an occupational advisory committee. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for maintaining an occupational advisory committee (*Learning Experience I*).
2. Given a case study describing how a hypothetical teacher maintained an occupational advisory committee, critique the performance of that teacher (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in organizing an occupational advisory committee. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Organize an Occupational Advisory Committee*, Module A–4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Cochran, Leslie H.; Phelps, L. Allen; and Cochran, Linda Letwin. *Advisory Committees in Action: An Educational/Occupational/Community Partnership*. Boston, MA: Allyn & Bacon, 1980.

Reference: Riendeau, Albert J. *Advisory Committees for Occupational Education: A Guide to Organization and Operation*. New York, NY: McGraw-Hill Book Company, 1976

Advisory committee handbooks prepared by various state departments and state advisory councils on vocational education that you can review.

A teacher, administrator, or advisory committee chairperson knowledgeable about procedures for maintaining an occupational advisory committee with whom you can consult.

A newly organized or reorganized occupational advisory committee whose initial meetings you can attend or *an existing occupational advisory committee* whose annual, regular, or special meetings you can attend.

A resource person and/or peers with whom you can discuss the reading.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which, as part of your teaching duties, you can maintain an occupational advisory committee.

A resource person to assess your competency in maintaining an occupational advisory committee.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

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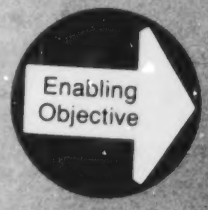
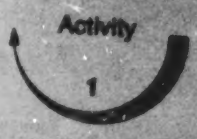
Learning Experience I

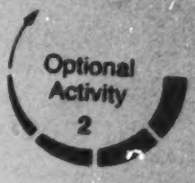
OVERVIEW



After completing the required reading, demonstrate knowledge of the procedures for maintaining an occupational advisory committee.



You will be reading the information sheet, Maintaining an Occupational Advisory Committee, pp. 7–20.



You may wish to read one or more of the following supplementary references: Cochran et al., *Advisory Committees in Action: An Educational/Occupational/Community Partnership*; and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation*. You may also wish to review a variety of advisory committee handbooks.

You may wish to meet with a vocational-technical teacher, administrator, or advisory committee chairperson to discuss the procedures for maintaining an occupational advisory committee.

You may wish to attend (1) one or more of the initial meetings of a newly organized or reorganized occupational advisory committee and/or (2) an annual, regular, or special meeting of an existing advisory committee.

You may wish to meet with your resource person and/or peers to further discuss the information in the readings.

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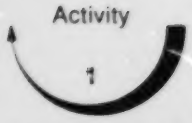
You will be demonstrating knowledge of the procedures for maintaining an occupational advisory committee by completing the Self-Check, pp. 22–24.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 25–28.



The occupational advisory committee must be properly maintained and sustained by the instructor if its members are to make a valuable contribution to the vocational-technical program. For information about the tasks involved in maintaining an advisory committee and your role in the maintenance process, read the following information sheet.

MAINTAINING AN OCCUPATIONAL ADVISORY COMMITTEE

To serve effectively in an advisory capacity, the occupational advisory committee must be properly "maintained." A mechanism must be created and set in motion to structure and facilitate committee involvement in the instructional program. It is not acceptable to appoint committee members and then to "drag them out and dust them off occasionally." Their participation must be both regular and systematic. Their involvement must be rea..

In the case of a newly organized or reorganized advisory committee, you will have a great deal of initial responsibility for setting up and conducting the first few meetings. The committee members will need time (1) to elect officers of their own, (2) to become familiar with the vocational-technical program and their role and functions, and (3) to decide on the rules and the program of work that will structure their activities—both initially and over the long term. The quality of your initial leadership is critical. It can determine whether the advisory committee will function as an effective and continuing committee.

In the case of an existing advisory committee, your role may be less active. The committee should already be relatively self-sustaining. The rules of operation, the officers, and the past programs of work all serve to guide the committee in the continuation of its function. However, your involvement is very important if the committee's work is in fact to be relevant to program needs and if their interest is to be sustained. If you don't seem to care about the committee's efforts, there will be little motivation for the members to continue to serve.

Regardless of whether you are working with a new or an established committee, however, the general functions of the committee (see sample 1) and the general guidelines for planning and conducting advisory committee meetings will be the same. Responsibility for some tasks will vary depending on whether the committee is new or established, but the tasks remain the same, as follows:

- A meeting time, date, and place must be established and cleared through appropriate administrative channels.
- A meeting agenda must be developed, following an approved format of activities (see sample 2).
- All advisory committee members, ex officio members, and guests should be notified of the meeting. The first notice should be mailed about four weeks prior to the meeting date, along with a copy of the proposed agenda and any materials that the committee members should study in advance of the meeting.

  It may be desirable to mail a follow-up notice approximately one week prior to the meeting date. Some teachers find a phone call reminder to the committee members on the day before the scheduled meeting to be very effective. This reminder notice or phone call can help ensure the largest possible attendance at the meeting.
- A notice of the meeting may be prepared and submitted to the school or college administration for approval for release to the news media.
- Arrangements should also be made through the administration to confirm the scheduling of the facilities for the meeting and to alert the custodial staff. Your classroom or a room near the laboratory are recommended locations for advisory committee meetings.

  Meeting in these locations can help members of the advisory committee feel more involved with your vocational-technical program and see the resources that are available to support the program. A large table with comfortable chairs around it is appropriate for an advisory committee meeting.

SAMPLE 1

ADVISORY COMMITTEE FUNCTIONS

Verify the need for instruction in the occupation (trade, craft) by doing the following:

- Conducting community surveys
- Conducting labor market studies
- Identifying current and emerging career opportunities in the occupation
- Assessing the employment status of graduates of the occupational program

Verify the instructional content of the program by doing the following:

- Assisting in the identification of the competencies to be included in the occupational program or in the validation of competencies derived from occupational analysis procedures
- Reviewing the knowledge, skills, and attitudes being taught in terms of the needs of employers
- Examining the length of the program, the sequence in which the content is presented, and the time distribution within the program
- Advising about the types of "live-work" or production jobs that have sufficient educational value
- Recommending acceptable standards of workmanship

Provide the teacher with technical assistance by doing the following:

- Interpreting new developments in the occupation
- Providing opportunities to upgrade the teacher's technical skills and knowledge through summer employment
- Serving as or arranging for guest instructors
- Arranging for inservice teacher training clinics or workshops

Provide service to the teacher and students by doing the following:

- Securing funding from outside the school or college to assist the teacher in attending professional and industrial meetings on the regional or national level
- Providing subscriptions to industrial magazines and membership in industrial organizations
- Reviewing program budget requests
- Arranging meetings between the teacher and representatives of business and industry to develop cooperative relationships
- Assisting with the placement of students for work experiences
- Helping students obtain part-time employment during the school year and summer employment
- Helping students obtain employment upon graduation
- Providing prizes and awards for outstanding students
- Obtaining instructional supplies and equipment
- Identifying current standards for new equipment
- Securing charts, models, and other exhibits
- Arranging for in-plant visits and other field trips

Provide service to the school and community by doing the following:

- Assisting with long-range planning
- Establishing and maintaining a current library of visual aids, magazines, and books concerning the occupation
- Serving as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation
- Providing news releases to industrial magazines or newsletters
- Providing news releases for the public media
- Attending meetings to support vocational-technical education
- Participating in radio and television shows
- Encouraging prospective students to consider enrolling in the occupational program by visiting "feeder" schools
- Assisting with the screening of students applying for admission to the occupational program
- Providing guidance literature to the teacher, counselors, and students
- Assisting with the development of adult continuing education courses, apprenticeship programs, and on-the-job related instruction
- Advising on programs to meet the students' special needs
- Evaluating the instructional program

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SAMPLE 2

AGENDA FORMAT

1. Call meeting to order (committee chairperson).
2. Take roll of members and guests present.
3. Read and accept minutes of previous meeting.
4. Review proposed agenda and accept additions or other changes.
5. Consider routine business matters such as announcements or reports.
6. Consider items of business most easily disposed of.
7. Consider major items of business, such as special items and program of work activities.
8. Plan for the next meeting.
9. Adjourn meeting.
10. Serve refreshments.

- Space should be set aside in a file drawer for use by the advisory committee. Records (minutes) of the committee meetings, extra copies of materials, and correspondence can be stored in the file. A folder should be placed in the file for each committee member because individual members may wish to leave their materials at the school.
- All advisory committee meetings should be conducted in a businesslike manner—an informal but controlled atmosphere. Discussion should be open and free, but parliamentary procedure should be followed whenever official action is taken. The members of advisory committees tend to function more effectively when the chairperson is able to lead the group in reaching consensus through businesslike discussion.

  Strict adherence to parliamentary procedure may make some citizen members feel uncomfortable, however, and result in less than effective committee meetings. In some situations in which committee members are not experienced in committee work, you may have to help the group formulate and reach decisions initially. This should be done, of course, without pressure or "railroading" tactics.
- Arrangements for refreshments should be considered. Generally, the school or college provides refreshments for at least the first meeting. However, the members of the advisory committee might wish to rotate the responsibility for providing refreshments among themselves or might even appoint an ad hoc subcommittee for this purpose. You should assist the advisory committee, if necessary, by providing access to the school's coffeepot, silverware, and the like.

  An important part of the meetings may be the informal discussions that occur during the refreshment period after the formal meeting is adjourned. Thus, it is important that the meeting start and stop on time. This will leave time for the committee members—who must work as a team—to become better acquainted.
- Communication between the advisory committee and the school or college administration and board should be continuing and two-way. The advisory committee should submit a copy of the minutes of each meeting to the board, through the proper administrative channels. The advisory committee may occasionally desire to prepare special communications to the board. One such communication might be an annual report of the activities and accomplishments of the advisory committee, if the committee decides to undertake this task.
- The advisory committee should follow the channels for communication established by the school or college. Generally, the advisory committee will transmit all communications to the board through the administration (e.g., to the department chairperson, to the principal or dean, to the superintendent or president, to the board).

  Official communications should be signed by the chairperson of the advisory committee. The minutes of each advisory committee meeting should, of course, be signed by the committee secretary.

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The Newly Organized or Reorganized Advisory Committee

With a newly organized or reorganized advisory committee, it will generally take three meetings to begin to get the committee operating more or less on its own. During this time, you will need to serve as temporary chairperson and provide leadership to the committee members as they accomplish the following:

- Begin to learn about your vocational-technical program.
- Learn about their role and functions.
- Begin to function as a committee.
- Develop rules for operation.
- Elect officers.
- Plan a program of work.
- Commence work on a selected area of concern.

First Meeting

The first meeting of a newly organized or reorganized occupational advisory committee is perhaps the most important. This meeting should establish the climate for the successful operation of the advisory committee. During this meeting, the committee members will form initial perceptions about the potential effectiveness of the advisory committee and their role as committee members.

As temporary chairperson, you should assume the leadership role for planning and conducting the first meeting. The meeting must be well planned and conducted in a businesslike manner. It should be scheduled to last not more than one to two hours.

The **objectives** of the first meeting need to be identified, and an **agenda** prepared that will accomplish the objectives. Usually, the first meeting is designed to accomplish the following:

- Provide an opportunity for the members and any ex officio members to become acquainted with each other.
- Demonstrate that the school or college administration recognizes the importance of the committee and is committed to supporting the committee.
- Establish a procedure for the committee members to develop rules and regulations that will serve as a guide for the continuing operation of the committee.
- Review the history of the vocational-technical program and its present role in the school or college.
- Assist the committee members in understanding the need for an annual program of work for the committee.
- Establish a time, place, and date for the next meeting—to be held at the earliest appropriate date.

Sample 3 is an example of a basic agenda for such a meeting.

At the first meeting, a place should be identified for each person who will attend the meeting by setting a **name card** on the table in front of each chair. The name cards will allow each participant to easily identify the other participants. In addition, each member and ex officio member should be given the following items:

- Pad of paper and pencil
- Copy of the meeting agenda
- List of advisory committee members and ex officio members, with their addresses and telephone numbers
- Copy of the advisory committee charter and organizational procedures previously approved by the board
- File folder, with a label attached containing the names of the individual, the advisory committee, and the school
- Ash tray, if smoking is permitted

You should arrive early and greet each new member on arrival, introducing each person to the others present. Whenever possible, you should comment on the place of business of the member or give other information that would explain why this person was invited.

SAMPLE 3

AGENDA FOR FIRST MEETING

I. Opening remarks and introductions

The teacher should assume this responsibility as the temporary chairperson. This is a good time to distribute copies of the agenda, charter, statement of organizational procedures, and so on.

II. Appointment of a temporary secretary

III. Remarks from the president of the board

This person can give the board charge to the committee and briefly explain the charter and the statement of organizational procedures.

IV. Remarks from a head administrator (superintendent of schools or college president, principal or dean)

This person can tell the advisory committee members how they may help the school.

V. Explanation of the advisory committee concept

The teacher can briefly describe the role of the advisory committee and give examples of what other such committees have done.

VI. Explanation of the steps to be taken in establishing an operating structure

The teacher can explain the need for a set of rules of operation and appoint an ad hoc subcommittee to develop a proposed set of rules to be considered at the next meeting. Sample rules can be distributed.

VII. Plans for the next meeting

The teacher should be sure that the committee members set a date, time, and place for the next meeting. The teacher can remind the members that the rules of operation will be on the agenda and that the committee will need to begin developing an annual program of work.

VIII. Adjournment and refreshments

By serving as the temporary chairperson for the first meetings, you give committee members time to become better acquainted and to make plans for developing a set of rules of operation before a permanent chairperson is elected from the membership.

A temporary secretary will need to be appointed to serve during the first few meetings. It is appropriate to ask a committee member to serve as temporary secretary. Often a member is asked to perform this task before the first meeting.

As chairperson, you should summarize the results of the first meeting and the plans for future meetings.

Second Meeting

A well-planned, professionally conducted first meeting will set the stage for a productive second meeting. The first meeting should have concluded with plans for developing (1) a set of rules for the operation of the committee and (2) an annual program of work for the committee. The second meeting provides you with the opportunity to begin transferring leadership to the committee members. This is the meeting during which the committee starts to become operational. A sample agenda is shown in sample 4.

You should prepare for the second meeting in much the same manner as for the first. This time, however, you have two additional preparation tasks to complete. At the first meeting, an ad hoc subcommittee should have been appointed to develop a set of rules for committee operation. You need to meet and work with this subcommittee to help them accomplish that task.

In addition, at the second meeting the committee will need to begin work on one area of concern. Thus, you need to identify the first area of concern to be tackled and to assemble any information committee members will need to help them in their work on this area of concern.

SAMPLE 4

AGENDA FOR SECOND MEETING

I. Call to order by the teacher (acting chairperson)

II. Roll call by the temporary secretary

III. Reading of the minutes of the first meeting by the temporary secretary

IV. Report of the ad hoc subcommittee for developing rules of operation

The teacher should ensure that adequate discussion occurs so that all members understand the proposal. A formal vote should be taken to accept the proposed rules or the rules as revised by the committee as a whole.

V. Making of plans for the development of a program of work

The teacher should lead the discussion to identify possible goals of the committee for the first year.

VI. Appointment of subcommittees

The teacher will need to appoint an ad hoc subcommittee to prepare a slate of candidates for the officers' positions and an ad hoc subcommittee to develop a proposed annual program of work.

VII. Identification of an area of concern to study

The teacher should be prepared to suggest a topic for the committee to begin examining. The teacher should have any needed information ready to present to the committee.

VIII. Plans for the next meeting

The teacher should ensure that the members of the committee set a date, time, and place for the next meeting. The teacher may wish to remind the members that the election of officers, approval of the annual program of work, and continuation of the study of the area of concern will be items on the next agenda.

IX. Adjournment and refreshments

The teacher should make arrangements to meet with the ad hoc subcommittees before the members leave the meeting.

Usually, the ad hoc subcommittee will have developed a proposed set of rules to be considered at the second meeting. A copy of the proposed rules should be included when the notice of the meeting and agenda are mailed to members. This will allow the committee members to do their "homework" before coming to the meeting. Sample 5 is an example of a set of rules for the operation of an advisory committee.

The objectives for the second meeting need to be reflected in the proposed agenda. The following items are usually appropriate:

- Review the accomplishments of the first meeting.
- Adopt a set of rules for the operation of the committee, which will be forwarded through the administration for review and approval by the board.
- Appoint an ad hoc subcommittee to prepare a slate of candidates for any positions identified in the rules for committee operation.
- Appoint an ad hoc subcommittee to begin developing the first annual program of work for the committee.
- Identify one area of concern that the committee members will accept as their initial task (e.g., the selection of training stations for the cooperative program or the need for additional space or equipment for the vocational-technical program)
- Set a time, place, and date for the next meeting; the next meeting should probably be held in about a month.
- Provide a second opportunity for the members to become better acquainted.

SAMPLE 5

RULES FOR OPERATION

RULES AND REGULATIONS
OCCUPATIONAL ADVISORY COMMITTEE

I. Officers

The officers will consist of a chairperson, vice-chairperson, and recording secretary. These officers will be elected annually at the first regular meeting of the committee and will serve for a one-year term. Officers may be reelected.

II. Subcommittees

A. The elected officers and the instructor who serves as an ex officio member will constitute the executive committee.

B. Other subcommittees may be established and discharged by a majority vote of the advisory committee members.

1. Subcommittees may be continuous or ad hoc in nature, depending upon needs.
2. Each subcommittee may elect its own chairperson and secretary when these positions are not specified by the advisory committee or chairperson.
3. The activity of the subcommittee will be specified by the advisory committee.
4. Subcommittee size will be determined by its function. Membership may include persons not on the advisory committee, such as students, citizens, and school or college employees. At least one member of the subcommittee will also be a member of the advisory committee.
5. Subcommittees will report regularly to the advisory committee.

III. Program

A. The advisory committee will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.

B. A program of work for the ensuing year will be discussed at the first regular meeting of the advisory committee each year.

C. Proposals by members and others will be considered by the executive committee. The executive committee will formulate the annual program of work to be presented to the advisory committee at the first regular meeting.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least four meetings will be held each year.

C. Special meetings may be called or regular meetings cancelled by action of the executive committee.

D. The executive committee (and/or chairperson) in consultation with the teacher will be responsible for planning the agenda of individual meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Parliamentary procedure will be used when a decision of the advisory committee is to be recorded or transmitted. Otherwise, discussion leading toward consensus of the members will be the prevailing procedure used at meetings.

G. A quorum will consist of a majority of the officially appointed members of the advisory committee.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory committee discussions, and serve on subcommittees when requested.

B. Each member is expected to carefully study any problems that come before the advisory committee before reaching a final decision.

C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow committee members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory committee as a whole may be discussed, within the policies approved by the board.

VI. Loss of Membership

Any member who is absent from three consecutive regularly scheduled meetings without good reason will be considered to have resigned from the advisory committee, and the advisory committee will notify the board in writing.

VII. Use of Consultants

The advisory committee may utilize consultants, from within and outside the school or college, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory committee and subsequent approval by the board.

Third Meeting

By the end of the third meeting of the advisory committee, the transfer of leadership from you to the committee should be complete. The committee should elect its officers, as specified in the approved rules of operation. After the meeting, your role shifts from chairperson to consultant. However, you will continue to serve as a facilitator—a key person in maintaining the smooth functioning of the committee.

The third meeting will generally focus upon developing a long-range annual program of work, and the committee should begin to work on the initial task identified at the previous meeting. See sample 6 for a sample agenda.

You will need to provide leadership in developing the first annual program of work. An ad hoc subcommittee is usually appointed to develop the first program of work and the members will need special assistance during this initial effort. An example of a first-year program of work is shown in sample 7. However, once the committee becomes operational, the executive group will generally propose an annual program of work to the committee at the first meeting of each year.

During the first year of operation, the members of the advisory committee will need to develop an adequate level of awareness and understanding regarding the school or college and the role of the vocational-technical program. The initial program of work may be designed to provide the advisory committee with a base for identifying (1) a process that can be followed each year and (2) the appropriate areas of concern to be given attention during this and subsequent years.

The advisory committee members must know and understand the goals and objectives of the instructional program. They will need to know what is being done and how well these goals and objectives are being met. They can then (1) review the existing situation, (2) identify areas that deserve more in-depth

SAMPLE 6

AGENDA FOR THIRD MEETING

I. Call to order
The teacher will serve as chairperson, probably for the last time.

II. Roll call by the temporary secretary

III. Reading of the minutes of the second meeting by the temporary secretary

IV. Election of permanent officers
The ad hoc subcommittee for nominating a slate of candidates should give its report, and the members should take appropriate action to elect officers.

V. Planning of the annual program of work
The ad hoc subcommittee for planning the annual program of work should give its report, and the members should take appropriate action to approve the annual program of work.

VI. Implementation of the program of work
The committee should identify areas of concern to be studied and plans for tackling the concerns. The annual program of work serves as a guide.

VII. Additional study of the area of concern identified at previous meeting
The teacher should be prepared to assist the committee in continuing the study of the area of concern.

VIII. Plans for the next meeting
The teacher should ensure that the members set a time, date, and place for the next meeting. In addition, the teacher should make arrangements to have the elected officers take over the leadership role at the next meeting. The teacher may wish to remind the committee that the agenda of the next meeting will include the implementation of the planned program of work and the study of the items selected by the committee.

IX. Adjournment and refreshments

study, and (3) rank the areas of concern in order of importance as a guide for allocating the use of their time.

Once the areas of concern have been identified, the committee can plan ways and means for approaching the problems. Generally, the committee will be seeking answers to the following types of questions:

- Where are we now? What is the situation?
- Where should we be? What should be our goals and objectives for this part of the instructional program?
- What information do we need about the present situation? What information do we need to project the future?
- What can be accomplished within the limits of existing resources?
- What can be done under the present school or college policies?
- What should we recommend to the teacher, to the administrator, and to the board?
- How much of the supporting information gathered is to be transmitted to the board?

The first year's program of work should ensure the development of a sound base of knowledge among the committee members. One or more specific concerns should be identified for committee action. The concerns selected for attention should be those that can reasonably be accomplished during the first year. If the committee receives positive feedback and can see that it has accomplished something, it will be much easier to maintain enthusiasm among the members.

Special problem areas can be identified early in the life of the committee. Attention can then be focused upon studying these areas of concern as soon as the committee is organized. However, the committee must develop an understanding of the goals of the vocational-technical program and the delivery system of the total program, if intelligent decisions are to be made.

SAMPLE 7

PROGRAM OF WORK

FIRST-YEAR PROGRAM OF WORK

Objectives	Activities	Date
A. The committee will be organized to function on a continuing basis.	1. Develop rules for operating the committee.	Sept.–Oct.
	2. Elect officers.	Sept.–Oct.
B. The members of the committee will become familiar with the instructional program.	1. Identify the existing goals of the program.	Sept.–Nov.
	2. Review the parts of the program: a. Classroom/lab instruction b. Work experience c. Vocational student organization d. Adult education e. Teacher professional development	Sept.–Dec.
	3. Evaluate the outcomes of the program in relation to the goals.	Dec.–Jan.
C. The committee will assist with the development of short- and long-range goals for the program.	1. Determine long-range employment trends.	Nov.–Dec.
	2. Identify anticipated technological changes.	Nov.–Dec.
	3. Prepare a statement of goals for the program for the next five years.	Jan.
D. The committee will identify areas of concern.	1. Identify potential problem areas by comparing long-range goals with outcomes of the present programs.	Feb.–Nov.
	2. Identify existing problem areas with the assistance of the teacher.	
	3. Select one or more areas of concern, examine the problems, and make recommendations to the board.	Nov.–June

Planning the Annual Program of Work

An occupational advisory committee cannot accomplish in one year all the goals and activities that may be identified. In addition, special issues develop each year that may require the attention of the advisory committee. It is essential for an advisory committee to identify its goals and develop plans for accomplishing those goals over an extended period of time.

Long-range planning covering several years will help the advisory committee coordinate its yearly activities. The major long-range goal should be to seek continued improvement of the vocational-technical program. Such an effort requires a systematic and continual program of assistance to the school or college and an ongoing evaluation of all major program activities. Aspects of the program that can be considered include the following: goals of the occupational program, program content, placement for work experience, facilities and equipment, placement and follow-up of graduates, vocational student organizations, adult education, finances, community needs, and long-range program plans.

An effective advisory committee will develop an annual program of work that reflects the committee's long-range plans. This plan of work for the year provides a guide for the allocation of the committee's time and resources. And, the annual program of work provides a benchmark for the committee to use when evaluating the year's accomplishments.

An **annual program of work** will include selected components of the **long-range plan** as well as **special issues** to be considered during the current year. Not all special issues will be known at the time the annual plan is adopted. Problems and concerns identified during the year should be brought to the attention of the committee through items of business placed on the meeting agendas.

Advisory committees can also identify specific activities in which they wish to participate every year. Examples of these **recurring activities** include the following:

- Planning an annual program of work
- Participating in the annual banquet sponsored by the vocational student organization
- Assisting with the selection of outstanding students
- Publicly recognizing outstanding students

- Assisting with the placement of students for work experience
- Assisting with field trips
- Assisting the teacher with the adult education program
- Reviewing the equipment list
- Submitting an annual report to the board

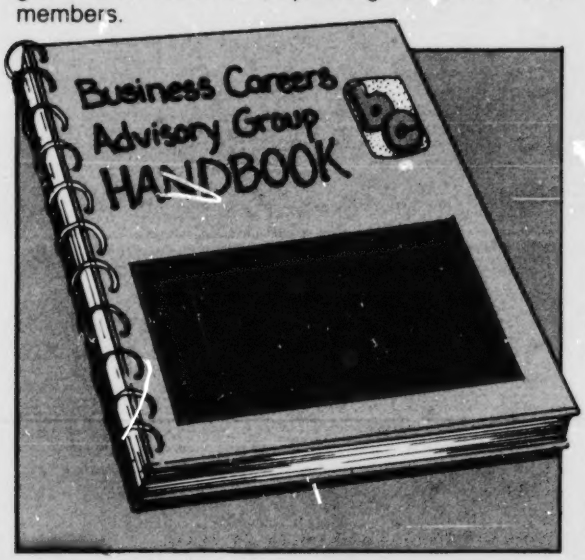
You need to play a key role in helping the advisory committee members plan their annual program of work. You should meet with the committee chairperson and help draft a proposed program of work. The long-range plan, minutes of committee meetings, and any annual reports of the committee's activities can serve as useful guides when drafting the annual program of work.

The advisory committee chairperson should then call a meeting of the executive committee for the purpose of reviewing the draft of the annual plan. The proposed annual plan, approved by the executive committee, can then be presented to the advisory committee for adoption by the committee as a whole at the first meeting of the committee's fiscal year. The adopted program of work becomes the guide for planning the agendas of the meetings of the advisory committee during the current year.

The Established Advisory Committee

The role of the advisory committee can be viewed as a cyclic review and evaluation process as illustrated in sample 8. This process applies to the program in its totality, as well as to each problem area selected for study. The advisory committee should become a continuing committee, constantly evaluating and reevaluating both the program and the decisions made by the committee.

A functioning advisory committee will have a planned turnover of membership and a change of officers on a periodic basis. New members and new officers must receive orientation to the role of and procedures followed by the advisory committee. An advisory committee **handbook** or **manual** is one effective technique to use in orienting new members and officers to their role and function. This handbook should contain a statement of the school's philosophy; the purpose of the vocational-technical program; and the advisory committee's charter, organizational statement, operating rules, and list of members.



In addition, the handbook should briefly describe the role and functions of the advisory committee, the members, and the officers. The handbook will probably need to be revised occasionally as the committee matures and experience is gained. While the content of the handbook should largely be the work of the committee, you probably will need to assume responsibility for its actual production.

The annual program of work for an established advisory committee might include the items in sample 9.

Planning and Conducting Meetings

Once an advisory committee has been established, meetings of the committee can be classified as either annual, regular, or special. The **annual meeting** is the first meeting of the advisory committee each year, usually in September. This is when the advisory committee prepares for the year's work: officers are elected; last year's accomplishments are reviewed; a plan of work for the current year is adopted; and the dates, times, and places of the regular meetings are established for the remainder of the year.

The **regular meetings** are designed to carry out the annual program of work. The number of regular meetings may vary according to need, but as a general rule, the advisory committee should convene at least four times during the year—once every three months. A properly prepared annual program of work will ensure that a need exists for calling each regular meeting.

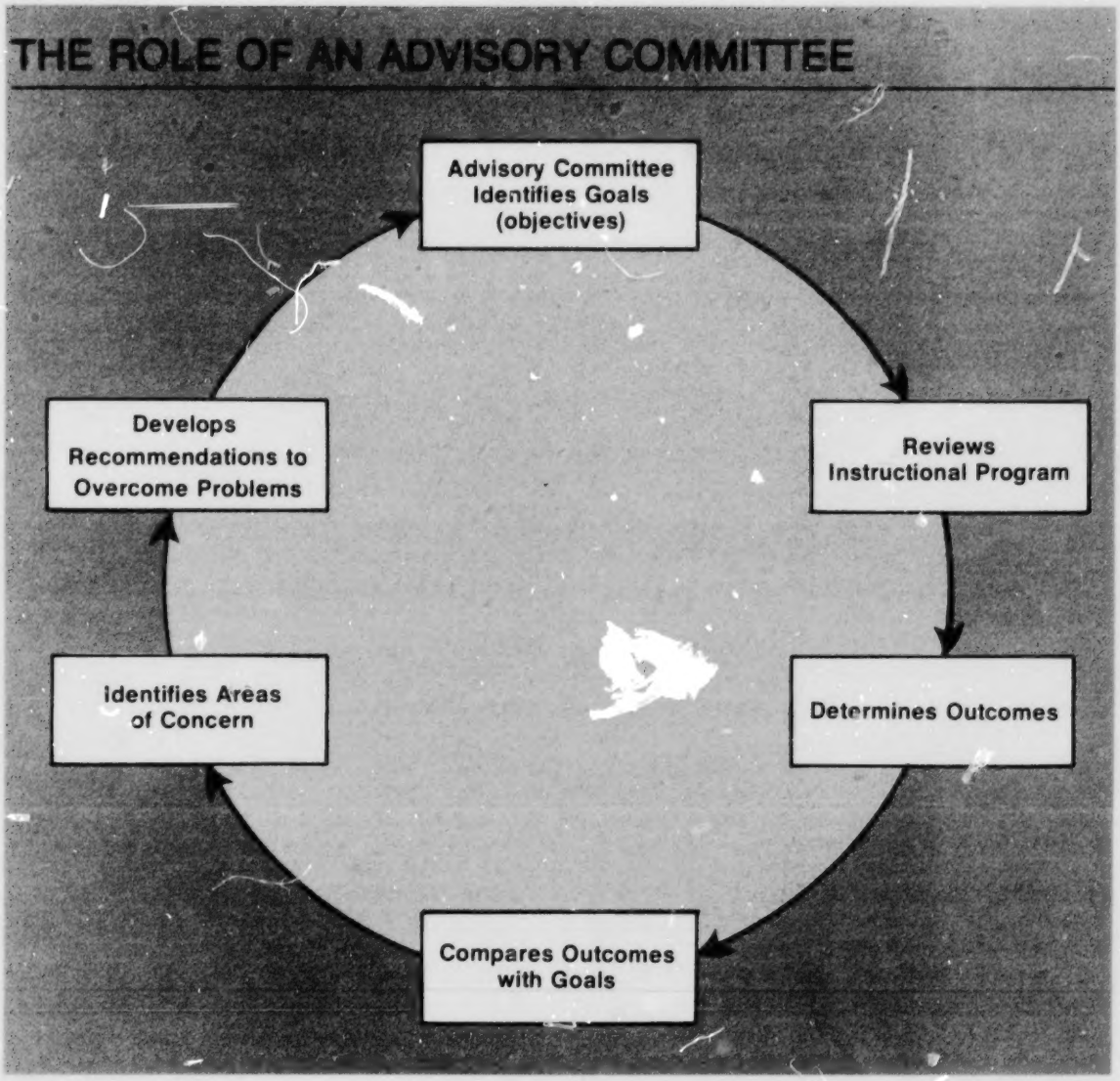
Special meetings of an advisory committee are generally called when an unanticipated need arises or when the members deem it necessary to meet more frequently than originally planned in order to complete the program of work. Special meetings should be called only when a real need exists.

The rules of operation, or bylaws, adopted by the advisory committee should specify who is responsible for calling the advisory committee meetings. Usually the annual meeting and the regular meetings are called by the chairperson—but only after consultation with the other members of the executive committee.

The ultimate responsibility for planning each advisory committee meeting rests with the chairperson. However, you should confer with the chairperson in advance of each meeting to discuss a proposed agenda for the meeting. Minutes of previous meetings and the annual program of work can be reviewed to identify items that should be included in the agenda. Special arrangements should be considered, such as inviting resource persons to attend or arranging to have background information for an item duplicated for each member.

The rules of operation may specify that, once the tentative agenda has been prepared by the chairperson, the executive committee should review and accept the proposed agenda. In many situations, however, the executive committee may merely authorize the chairperson to prepare an agenda.

SAMPLE 8


THE ROLE OF AN ADVISORY COMMITTEE
Advisory Committee Identifies Goals (objectives)
Reviews Instructional Program
Determines Outcomes
Compares Outcomes with Goals
Identifies Areas of Concern
Develops Recommendations to Overcome Problems

SAMPLE 9

ANNUAL PROGRAM OF WORK

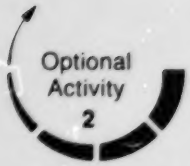
Objectives	Activities	Dates
A. Maintain the advisory committee.	1. Elect officers.	Sept.
	2. Adopt an annual program of work.	Sept.
	3. Submit an annual program of work for the following year.	June
B. Ensure that the instructional program is relevant and up to date.	1. Review the course of study.	Oct.–May
	2. Establish acceptable standards for work performed by students.	
	3. Review the equipment list.	
C. Assist the teacher.	1. Help identify work experience opportunities.	July-August
	2. Assist with field trip arrangements.	Sept.–May
	3. Help place graduates for initial employment.	May–June
	4. Review applications for vocational student organization awards.	March
	5. Help plan adult evening classes.	Sept. and January

The advisory committee will sometimes need to obtain information from resource people; the committee members cannot be expected to know everything. An on-the-job instructor at a co-op training station can be asked to provide the committee with information about the strengths and weaknesses of the work experience phase of the program. A staff member from the employment security office can be asked to explain the role of that agency in securing jobs for graduates. Recent graduates can be sources of valuable information regarding the strengths and weaknesses of the instructional program.

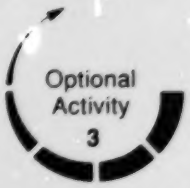
You should arrange for the meeting facilities through administrative channels. However, the committee chairperson is responsible for actually conducting the advisory committee meetings. The ability of different chairpersons will vary. The executive committee has a duty to assist each chairperson to ensure that the meetings are run effectively. The chairperson should have had an opportunity to discuss the agenda with you and possibly with other executive committee members, prior to the meeting. The chairperson may feel more comfortable having had prior input from these members of the committee.

The recording secretary for the committee may be elected from among the citizen members. In some situations, however, it may be appropriate for you or a member of your staff to serve as the committee secretary. Regardless of who serves as secretary, you are the person who is in the best position to use the resources of the school or college for typing, duplicating, distributing, and filing materials for the committee. The citizen members of the committee may not have access to these kinds of services.

Each person involved in an occupational advisory committee has a responsibility to see that he/she does everything possible to make the committee function effectively. Members will usually accept this responsibility if they feel that their efforts are appreciated and their advice is needed and being used. The officers of the committee, and the instructor in particular, have a responsibility to help committee members and to see that the committee is supported by the school or college.



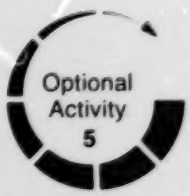
For further information on procedures for maintaining an occupational advisory committee, you may wish to read one or both of the following supplementary references: Cochran et al., *Advisory Committees in Action: An Educational/Occupational/Community Partnership*; and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation.* Many states have produced handbooks to guide vocational educators in the effective use of advisory committees. Your resource person may have copies of some of these handbooks. If not, you can obtain copies by checking with the various state departments or state advisory councils on vocational education.



You may wish to arrange through your resource person to meet with a teacher, school or college administrator, or advisory committee chairperson experienced in maintaining an occupational advisory committee to discuss procedures he or she uses and problems encountered. In this discussion, you could ask to see copies of agendas, minutes of meetings, and annual programs of work, examine the advisory committee manual or handbook (if one exists); and discuss the areas of concern past committees have identified.

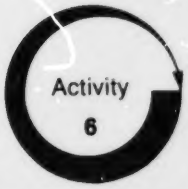
You may wish to arrange through your resource person to attend one or more of the initial meetings of a newly organized or reorganized occupational advisory committee. You should pay particular attention to the teacher's leadership role and (if you attend the first three meetings) the way in which he/she transfers responsibility to the committee.

You may also wish to attend an annual, regular, or special meeting of an existing occupational advisory committee to observe the procedures followed and the teacher's role in the meetings.



You may wish to meet with your resource person and/or peers to further discuss the information in the reading. At this meeting, you could do the following:

- Share experiences any members of the group have had in working with advisory committees.
- Discuss further the specific assistance an advisory committee in your service area or occupational specialty could give you.
- Generate a list of resource persons who might be helpful to the advisory committee in performing its functions.
- Further define the teacher's responsibility in maintaining an advisory committee once it is operational.



The following items check your comprehension of the materials in the information sheet, Maintaining an Occupational Advisory Committee, pp. 7–20. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are in a good mood today. The board has authorized your occupational advisory committee and has approved the statement of organizational procedures. But look out, here comes Bjorn Synic, one of your teaching colleagues. Mr. Synic immediately starts telling you that you are foolish to have asked for an advisory committee. "Advisory committees mean more work for you," according to your colleague. He continues by telling you that you will never have enough time to keep the advisory committee going. How, he asks, can you ever find time to plan the agendas for each meeting, conduct the meetings, and more important, find things to do that will keep the committee busy? Your "friend" concludes this monologue by predicting that you will be lucky if you can find time to hold more than one advisory committee meeting during the year.

   Of course, you do not attempt to change the opinions of your colleague at that point in time. However, if you could get this person's attention, what would you say regarding the following concerns?

   a. What should the role of the teacher be in working with an occupational advisory committee?

   b. What procedures do you intend to follow in order to help the new occupational advisory committee become relatively self-sufficient?

2. You have been at Grant Tech for three years, and the occupational advisory committee has matured to a level where it is functioning effectively. For the past two years, you have been helping the advisory committee accomplish its goals. A new chairperson has just been elected by the advisory committee—Terry Turner. Terry has asked you to review the role of the chairperson regarding the annual program of work, meeting agendas, and annual report.

   a. Terry asks you, "Why does the advisory committee need a long-range and annual program of work?" What would you say?

   b. Terry wants to know how the agendas for each meeting are planned. How would you respond to this question?

c. Finally, Terry asks, "How do recommendations of the advisory committee come to the attention of the administration and board?" How would you answer?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the **major** points.

MODEL ANSWERS

1. a. It is true that the teacher is busy during the initial phases of the establishment of an occupational advisory committee. But, once the advisory committee becomes operational, the teacher's level of involvement is reduced.

   The teacher needs to assume the major leadership role for a newly appointed committee. The committee members will be looking to the school or college for initial leadership. However, the teacher then transfers the major leadership responsibilities to the members of the committee on a systematic basis as the committee matures. The teacher's role shifts to that of a facilitator (a helper, consultant, advisor, and communications link between the committee and the school) as the advisory committee members assume more responsibility for their own leadership.

   b. You should take the following steps during the first three meetings in order to help the committee members assume leadership responsibilities for the continuing operation of the advisory committee.

   You should assume leadership for planning and conducting the first meeting; the committee members are not prepared to do this. One result of the first meeting should be the appointment of an ad hoc subcommittee to develop a set of rules for the operation of the advisory committee. Once the rules of operation are adopted, the committee will be able to elect officers and will have guidelines to ensure the continuing operation of the committee.

   At the second meeting, you should again be responsible for planning and chairing the meeting. The rules of operation should be approved by the members. An ad hoc subcommittee should be appointed to prepare a slate of candidates for the officers of the committee. Another ad hoc subcommittee should be appointed to begin developing an annual program of work.

   The third meeting is probably the last meeting you would plan and chair. At this meeting, the members of the committee should elect their officers and adopt their annual program of work. Now, there are officers—members of the committee—who can assume the responsibility for the leadership of the committee. And, the committee has a program of work that will serve as a guide for the committee officers as they plan future meetings of the advisory committee.

2. a. You should explain to Terry that the advisory committee needs to know where it wants to go and how to get there. The committee needs a long-range program of work that will help the committee focus upon its task. The long-range program of work provides the basis for planning the annual program of work. This annual program of work will help the committee identify what it wants to do during the year. By planning, the committee can be assured that it will have adequate time and resources to accomplish its goals.

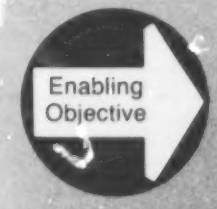
   b. Terry will probably be glad to know that you will help prepare the meeting agenda. You and Terry will meet several weeks prior to the actual meeting. The annual program of work and minutes of previous meetings will help you identify items for that agenda. Usually, the executive committee will suggest that the chairperson approve the agenda and that copies be distributed to the members in advance of the committee meeting.

   c. There are official school or college channels through which the advisory committee communicates its recommendations to the administration and board. Copies of the minutes of each meeting (signed by the advisory committee secretary) are normally submitted to the administration and then transmitted through channels to the board. Other communications, such as an annual report of the activities and recommendations of the committee, may also be prepared and submitted.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Maintaining an Occupational Advisory Committee, pp. 7–20, or check with your resource person if necessary.

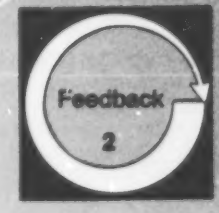
Learning Experience II

OVERVIEW

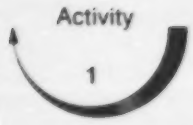


Given a case study describing how a hypothetical teacher maintained an occupational advisory committee, critique the performance of that teacher.

You will be reading the Case Study, p. 28, and writing a critique of the performance of the teacher described.



You will be evaluating your competency in critiquing the teacher's performance in maintaining an occupational advisory committee by comparing your completed critique with the Model Critique, p. 29.



The following case study describes how one vocational-technical teacher went about planning for and conducting the **second** meeting of a newly organized occupational advisory committee. Read the case study and **critique in writing** the way in which Mr. Rush prepared for and carried out his responsibilities for this second meeting. Note the strengths and weaknesses in his preparation and in his work with committee members.

CASE STUDY

Response to the formation of an advisory committee for Madden Rush's occupational program was enthusiastic. Mr. Rush was pleased that all the members who had been invited to serve on the advisory committee had accepted the invitation and had attended the first meeting.

It was now three weeks later, the day before the second meeting. Letters and an agenda had gone out to advisory committee members the previous week, and Mr. Rush had reminded members of the meeting with a telephone call the night before. All members had again indicated that they would be able to attend the Thursday meeting. The meeting was scheduled for 4:00 in the conference room of the Clearview Valley Administration Building.

The ad hoc subcommittee assigned to draft operating rules, or bylaws, for the advisory committee had been unable to meet the previous week because two of the three members could not come. Therefore, the meeting was rescheduled for 3:30 on the day of the advisory committee meeting.

Mr. Rush had furnished the members of the subcommittee with a sample set of bylaws. He felt confident that the sample bylaws would be adopted by them simply as a matter of course and that this task could be easily accomplished in the 30 minutes before the scheduled meeting.

Mr. Rush's last class ended at 3:15, so this allowed time to reach the Clearview Valley Administration Building, which was only five minutes' driving time away. Mr. Rush left promptly at 3:20 with the slide/tape presentation on his occupational program. However, traffic was heavy, and he didn't get to the administration building until 3:35.

The members of the rules subcommittee had already arrived and evidently had been discussing a section of the bylaws that indicated that the teacher would be an ex officio member of the advisory committee. There had evidently been some heated discussion between Mr. Al Wright and Ms. Susan Whilie on the bylaws. The other members of the advisory committee began arriving about 3:45, and after greeting the subcommittee members, they joined in an informal discussion of the bylaws.

Noting that it was already 4:30 and the regular meeting had not begun, Mr. Rush suggested that they begin their regular meeting. As chairperson, he briefly reviewed the first meeting and explained that the rules subcommittee had met just before the meeting. He then suggested that the subcommittee chairperson, Mr. Wright, read the proposed bylaws, with the changes agreed upon by the subcommittee members. Mr. Wright read the bylaws in a monotone. The other members looked very bored, but some discussion did follow the reading.

Mr. Rush then appointed an ad hoc subcommittee to prepare a slate of candidates for the advisory committee. After Mr. Rush had explained the rationale for an advisory committee program of work, he suggested some areas in which the committee could assist. Discussion on the proposed content of the program of work followed.

Some members felt a community needs assessment was of primary importance, while others felt an in-depth evaluation of program content was more important. Another member suggested that they might be performing a greater service by assisting the teacher in student placement. An ad hoc subcommittee was appointed to bring a proposed program of work before the group at the next meeting.

Noting that it was 5:30, Mr. Rush suggested that they become more familiar with the occupational program by viewing the slide/tape presentation and visiting the laboratory. The slide/tape presentation lasted 20 minutes, and there were some questions on the presentation. At 6:00 the members left the administration building to view the laboratories at Clearview Tech. The meeting broke up about 6:30.

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Rush did an effective job of notifying his advisory committee by letter and with a follow-up telephone call. He included an agenda for the meeting, which was helpful. However including a copy of the proposed bylaws would have shortened the meeting so that their time together could have been more productive. Rescheduling the rules subcommittee meeting on a day prior to the regular meeting would have made this possible.

It would also have been better if Mr. Rush had arrived before his subcommittee members. In this way, he could have had the room set up with pencils, pads, and other necessary materials. He would have also been able to greet each of his subcommittee members.

And what was the final result of the rules subcommittee's work? Mr. Rush may be off to a bad start. There had been heated discussion about the bylaws, but there is no indication that the disagreement was resolved. The heated discussion became an informal discussion with the larger group, and then Mr. Rush broke off the discussion to start the meeting.

What was accomplished? What was decided? Mr. Wright's reading of the bylaws didn't show much enthusiasm on his part. And no vote was taken. Has Mr. Rush just assumed that, because the subcommittee met and because the bylaws have been read to the group, the bylaws are automatically approved? Let's hope not! He will have little luck in transferring leadership to the group if he starts off by making unilateral decisions.

On the positive side, Mr. Rush's selection of a slide/tape presentation describing his program was a good choice to use with a new advisory committee. However, it might have been more effective to give the committee members this orientation to the program and the laboratory **before** they discussed the program of work.

Setting up an ad hoc subcommittee to select candidates for advisory committee officers was a logical choice for the second meeting. Setting up a committee to formulate a program of work was also good, although he may need to serve as a resource person to this group.

This meeting, unfortunately, lasted for two and a half hours for most members, and three hours for the ad hoc committee. It is suggested that these meetings be no longer than one to two hours. He may have been able to save time by scheduling the meeting in the same building as his laboratory. Time would also have been saved if the rules subcommittee had met earlier and their recommendations had been sent to the committee members. Starting punctually at 4:00 would also have saved time. Keeping advisory committee members into a meal hour without providing a meal should be avoided.

Setting a regular date for future meetings should have been done at this meeting if this was not accomplished at the first meeting. It would have been wise to remind committee members of the next meeting date before the meeting broke up.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Maintaining an Occupational Advisory Committee, pp. 7–20, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

In an actual teaching situation,* maintain an occupational advisory committee.

While working with either a newly organized (or reorganized) or existing occupational advisory committee, assist members in maintaining the smooth and effective operation of the committee. This will include—

- orienting new members to their role and functions
- assisting the committee in planning and carrying out the annual program of work
- planning and conducting the initial meetings of the committee or assisting in the arrangements and planning for regular and special meetings
- ensuring continuing communication between the committee and the school or college administration

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Still in planning and conducting the initial meetings of a newly organized (or reorganized) advisory committee is an important aspect of maintaining the committee. However, it is recognized that it may not be possible for you to perform this function (e.g., if these meetings have already been held by the previous teacher and you are working with a functioning committee). In this case, the items on the TPAF relative to the initial meetings will not be applicable to your situation.

Arrange in advance to have your resource person review your documentation and, if possible, observe at least one instance in which you are actually working with the committee (e.g., serving as temporary chairperson for an initial meeting).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in maintaining an occupational advisory committee.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Maintain an Occupational Advisory Committee (A–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning and conducting the initial meetings of the advisory committee, the teacher:						
1. planned the agendas for the initial meetings	☐	☐	☐	☐	☐	☐
2. mailed invitations, agendas, and necessary materials in advance of the meetings to members, ex officio members, and guests	☐	☐	☐	☐	☐	☐
3. provided necessary materials (e.g., paper, pencils, agendas, list of members, file folders, file space) to members at meetings	☐	☐	☐	☐	☐	☐
4. served as temporary chairperson for the initial meetings	☐	☐	☐	☐	☐	☐
5. conducted the meetings in a businesslike manner	☐	☐	☐	☐	☐	☐
6. introduced members to each other	☐	☐	☐	☐	☐	☐
7. provided opportunity for informal social exchanges	☐	☐	☐	☐	☐	☐
8. guided the committee in developing and adopting a set of operating r...	☐	☐	☐	☐	☐	☐
9. guided the committee in electing a chairperson and other officers specified in the operating rules	☐	☐	☐	☐	☐	☐
10. provided background information on vocational-technical program objectives and activities	☐	☐	☐	☐	☐	☐
11. assisted the committee in identifying major concerns needing the attention of the committee	☐	☐	☐	☐	☐	☐
12. assisted the committee in planning the annual program of work	☐	☐	☐	☐	☐	☐
13. gradually transferred leadership from him/herself to the committee	☐	☐	☐	☐	☐	☐

After the advisory committee was operational, the teacher:	N/A	None	Poor	Fair	Good	Excellent
14. assisted the committee in planning the annual program of work	☐	☐	☐	☐	☐	☐
15. met with the chairperson before each meeting (regular and special) to help plan the agenda	☐	☐	☐	☐	☐	☐
16. arranged to have school facilities (e.g., room, file space, refreshments, duplication services, supplies) available for committee meetings	☐	☐	☐	☐	☐	☐
17. mailed notices, agendas, and necessary materials to members in advance of the meetings	☐	☐	☐	☐	☐	☐
18. acted as a consultant to committee members	☐	☐	☐	☐	☐	☐
19. maintained close communication between the committee and the school or college administration	☐	☐	☐	☐	☐	☐
20. assisted members in producing a handbook to orient new members and officers to their role and functions (optional)	☐	☐	☐	☐	☐	☐
21. provided members with information about vocational-technical program activities and accomplishments to aid them in carrying out their activities	☐	☐	☐	☐	☐	☐
22. assisted the committee in preparing minutes of their meetings and other reports, as appropriate	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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